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AUTHOR Grundin, Hans U.
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ABSTRACT

This survey questioned almost 6,000 students concerning media use for 16 new and seven continuing courses at the British Open University. Student access to and use of various types of media are detailed, and helpfulness, irrelevance, and difficulty ratings for various components and services in the new courses are presented. Brief feedback comments are also provided for each of the individual courses. The text is supplemented by three appendices, which include the tabulated data, a copy of the survey instrument, and brief reports on summer school and tutoring. (EW)

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REPORT ON THE 1984 AV MEDIA SURVEY

September 1985

Hans U. Grundin,
Senior Lecturer,
Information and Intelligence Centre,
Institute of Educational Technology,
The Open University,
Walton Hall,
Milton Keynes MK7 6AA.

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INTRODUCTION

The 1984 AV Media Survey comprised 16 new and seven continuing courses. They are all listed in Table 1, which shows first year of presentation, and data on population in 1984, sample sizes and response rates. (Note that all tables are in Appendix 1.)

The new courses were surveyed in accordance with a long-standing policy of collecting end-of-year feedback for courses in their first year of presentation. The continuing courses were selected primarily as part of an attempt to look at the historic trend in student appreciation of Summer Schools.

The total achieved sample of students from the 23 courses surveyed was 5,995, with an average response rate of 82.8% (across all courses and including associate students as well as undergraduates).

The questionnaire used in the 1984 survey is shown as Appendix 2.

STUDENT ACCESS TO MEDIA/EQUIPMENT

The figures for student access to various kinds of equipment in November 1984 are given in Table 2, which also contains figures for individual courses. The overall figures for certain kinds of equipment are:-

	percentage with access
Audio-cassette player	94.9
Telephone	93.8
Television (any kind)	99.1
Colour television	88.7
Second television set	49.6
Teletext	15.8
Prestel	0.4
Video-cassette recorder at home (any kind)	45.2
Micro-computer at home (any kind)	33.0

Further details of student access to video and micro-computer equipment are given in Table 3. This shows that 61% of all students have access to video for OU study purposes somewhere (45% at home), and that three-quarters of all machines are VHS format.

Almost half the students have access to micro-computers somewhere, but only one third have them at home. Of those who have micro-computers, 27% have at last one disk drive of some kind, 41% have a printer that prints at least 80 characters per line; and only 13% have a telephone modem for the computer.

TELEVISION DATA FOR NEW COURSES

Viewing rates

Feedback on the use and appreciation of television broadcasts are summarised in Table 4. The total viewing rate (the proportion of students who have seen the average programme at least once) varies from a high of 70% (S238) to a low of 46% (T281). The broadcast viewing rate (the proportion of students who have seen the average programme as a broadcast), on the other hand, varies from 60% in A362 to 12% in D209. Video viewing (the proportion of students seeing the average programme as a video recording) accounts for about a quarter of all viewing, and varies from 14% in A362 to 27% in S238. The sum of broadcast and video viewing rates is higher than the total viewing rate, because of overlap between the two types of viewing, i.e. some students watch some programmes both as broadcasts and on video recordings.

Total viewing is only a fraction lower for new courses in 1984 than it was in 1983 (60% as against 61%). The trend is still for direct viewing of broadcasts to go down (from 50% in 1983 to 48% in 1984), whereas viewing of video recordings is going up (from a rate of 18% in 1983 to 20% in 1984). In 1979, average broadcast viewing rate was 53.5%, but video viewing only 2%.

Although the marked decline in viewing figures noticed a few years ago seems to have been halted, we still find that each television programme in a new post-foundation course is missed entirely by a large minority (40% on average).

Appreciation of television

Helpfulness ratings for television in new post-foundation courses are, on average, lower in 1984 than in any previous year since the current helpfulness scale was introduced in 1979. The overall 1984 average is only 3.18, compared to 3.58 in 1979. Averages in the intervening years 1980-1983 were 3.44, 3,46, 3.74 and 3.39 respectively.

As in previous years, the main complaint about television is its lack of 'relevance'. On average, 20% of students are dissatisfied with television because they find it 'not relevant enough', and in one case, A362, this figure is as high as 38%.

Television data for 1984 courses are, as has been mentioned, summarised in Table 4. Television data are also included in Tables 6-9, which show that television, on the whole, does not compare very favourably with other course components. For example, Table 6 shows that only three out of 18 components/services have helpfulness ratings lower than television. This is, historically, a decline since the late 1970s, when television was typically ranked in the middle of the list of components/services.

Non-broadcast video material

Unfortunately, the questionnaire used did not sufficiently distinguish between video recordings of television programmes and non-broadcast video material. It is, therefore, not possible to report any reliable feedback regarding the use and appreciation of non-broadcast video material in the few courses that have such material.

However, it is worth noting that in the three courses that have video cassettes, E205, E324 and MST322, the so called 'demand index' is negative, i.e. students are more likely to want less video than to want more of it (see Table 10). In courses that do not have non-broadcast video material, there is a varying proportion (from 12% to 42%) who would want their courses to have at least some video material. It seems then as if students who have actually experienced the use of non-broadcast video material, have often become aware of the problems involved. (It is not possible to judge from these data whether these are problems of access to video equipment mainly, or whether some students find the actual use of video less valuable than they had expected.)

AUDIO-CASSETTE DATA FOR NEW COURSES

Table 5 summarises feedback regarding the use and appreciation of audio-cassettes in new courses. For each course the table shows:-

1. Proportion students with access to audio-cassette player;
2. Number of cassettes in course;
3. Total cassette playback time in hours;
4. Audio-cassette use rate (i.e. proportion of students making any use of each cassette, on average);
5. Repeated use of audio-cassettes (i.e. proportion of students playing each cassette more than once, on average);
6. Total number of hours devoted by each student, on average, to the cassettes in the course;
7. Average number of study hours per audio-cassette playback hour;
8. Average helpfulness rating for audio-cassettes in course;
9. Proportion of students finding the audio-cassettes in course 'not relevant enough'
10. Proportion of students who want more audio-cassettes in course;
11. Proportion of students who want less audio-cassettes.

The mount of audio-cassette material varies from a total of 14 hours of playback time (A314) to just 1 hour (E355), with an average of 5.1 hours. The audio-cassette use rate is, on average, 88% - ranging from 95% in M245 to 80% IN T281. These rates can be compared with the television viewing rates (or 'television use rates') which are, on average, 28 percentage points lower.

Students spend, on average, 2.1 hours of study time for each hour of audio-cassette playback time, with considerable variation from course to course : 3.9 hours in E355 and 1.4 hours in T281.

Helpfulness ratings are, on the whole, much higher for audio-cassettes than for television : 3.83 overall average against 3.18. Since audio-cassettes, even with accompanying visuals, cost much less to produce and

distribute, it follows that for the 1984 courses audio-cassettes are vastly more cost-effective than television.

USE INDEX FOR COMPONENTS/SERVICES IN NEW COURSES

From the responses to question 16 in the 1984 questionnaire, a 'use index' has been calculated by assigning the points in the degree of use scale values as follows:-

1	(Not at all)	=	0
2		=	0.25
3		=	0.5
4		=	0.75
5	(Fully)	=	1

This use index then, equals 0 when no students make any use of the component/service, and it equals 1 when all students make full use of it.

Table 6 shows Use Index values for a number of course components/ services. Text units and summer school are not included, because it is assumed that virtually all students make full use of the components (except those who are excused from doing summer school). Of the components/ services that are included in a number of new courses, set books are, on the whole, most widely used (index average = 0.85), followed by audio-cassettes (0.72), broadcast notes (0.60), television (0.55), radio (0.49) and face-to-face tutorials (0.48).

It is worth noting that face-to-face tutorials, which request students to travel to study centres seem to be used to the same degree (relative to what is on offer) as radio broadcasts, which - at least potentially - are available in students' homes. Even television broadcasts are not used much more extensively than face-to-face tutorials. In fact, there are three courses where tutorials are used more extensively (again, relative to their availability) than television : A361, A362 and E355.

All other components/services have, on the whole, used indices well below 0.5, although the values vary considerably from course to course. Recommended reading and day schools, for example, have used index values above 0.4 in some courses and values below 0.1 in others.

HELPFULNESS RATINGS FOR VARIOUS COMPONENTS/SERVICES IN NEW COURSES

The average helpfulness ratings for each course in 18 components/ services are shown in Table 7. As one would expect, the overall average for components/services used in several courses, is highest for text units (4.45). Then followed by set books (4.21), day schools (4.01), TMA comments (3.87), summer school (3.86), audio-cassettes (3.82) and self-help groups (3.79).

The overall least appreciated components/services seems to be group telephone tutoring (2.92), computer practicals (3.05), television (3.18) and broadcast notes and recommended reading (3.22). It is worth noting that television broadcasts that are provided at great cost, are not more highly appreciated than the broadcast notes that accompany them - and which are produced at a fraction of the cost.

The differences among courses are, as one would expect, considerable in most components/services. For example, set book ratings vary from 4.76 (A361) to 3.3 (T301); audio-cassette ratings from 4.58 (A314) to 3.44 (S328); and day school ratings from 4.59 (MST322) to 2.90 (E205).

IRRELEVANCE INDEX FOR COMPONENTS/SERVICES IN NEW COURSES

The 'irrelevance index' shows what proportion of students in a course are dissatisfied with a particular component/service because it is 'not relevant enough'. (It should be noted that the students themselves determine, in this case, what constitutes 'relevance'.) The irrelevance index values are shown in Table 8. In most cases this index is lower than 0.1 (i.e. less than one student in 10 reports lack of relevance), and in half the cases it is even lower than 0.05.

High irrelevance index values (over 0.2) occur most often in the case of television (four courses out of 12), but also in individual cases for other components : set books in T301, computer practicals in MST322 and group telephone tutoring in T392.

Television and computer practicals are also the components/services that have the highest average irrelevance indices (0.20 and 0.19 respectively) followed by face-to-face tutorials (0.14), broadcast notes (0.12) and radio broadcasts (0.12). In other components/services lack of relevance seems only occasionally to be a problem, as for example in the case of audio-cassettes in T301 and day schools in A361.

DIFFICULTY INDEX FOR COMPONENTS/SERVICES IN NEW COURSES

The 'difficulty index' indicates the proportion of students who find a component/service 'too difficult' conceptually minus the proportion who find it 'too elementary'. A positive value suggests then, that what is provided errs on the difficult side, whereas a negative value suggests it errs on the 'too elementary' side. The difficulty index values are given in Table 9. There are, as one would expect, great variations from course to course in the case of most components/services. For example, indices for text units range from 0.28 for M245 (suggesting the units are very difficult) to -0.04 for T392 (suggesting the units are neither too difficult nor too elementary). Indices for self-help groups range from 0.20 for D355 to -0.29 for E205 (where many students obviously find the group discussions too elementary).

Broadcast notes and television broadcasts nearly always have negative values, indicating that these components tend to be perceived as too elementary by a significant minority of students.

DEMAND FOR COMPONENTS/SERVICES IN NEW COURSES

In question 15, students were asked to indicate whether they would want more or less of each component/service or whether they would want no change. In order to simplify the interpretation of this feedback, a 'demand index' has been calculated as the proportion of students who want more minus the proportion who want less (or nothing at all). This demand index is, then, of the same type as the difficulty index discussed in the previous section. The demand index values for new courses are shown in Table 10.

The overall average for the demand index is close to 0 (= status quo) for a number of components/services : text units, set books, television broadcasts, radio broadcasts, audio, home experiment kits and computer practicals. This does not mean that students are generally satisfied with the provision in most courses. It may just mean that courses where students want more of something are, in these cases, usually balanced by courses where students want less. Thus, in these areas, there seems to be little call for a change in the total resource allocation, only call for some redistribution of the resources among courses.

In other cases however, the balance of opinion seems to be in favour of increased provision in all courses (face-to-face tuition) or most courses (TMA comments, broadcast notes and video material), even if the demand is stronger in some courses than in others.

In one instance, there is a clear tendency for students in most courses to want less, namely telephone tutoring, where the demand index is negative in 13 cases out of 16.

In interpreting the pattern of demand in an individual course, one has to keep in mind that students may often want a shift from one type of component/service to another. For example, the strong demand for more audio-cassette material in E355 should be related to the even stronger demand for less radio broadcasts. The net effect points to a desire to replace radio by audio, not to have more materials in the course. Equally, the very strong demand for more text unit material in T326 is linked with a strong demand for less set book material.

BRIEF COMMENTS ON FEEDBACK FOR INDIVIDUAL COURSES

Note: Reference to 'average' rating for a course aspect in this section means near to the overall University average for ratings of that course aspect over a five-year period.

A281 'Technology and Change 1750-1914'

The strengths of this course seem to be in the AV area. Television and, even more so, audio-cassettes were extensively used and quite highly appreciated. The TMA comments were also rated more highly than is average for this course aspect.

All the other components/services have helpfulness ratings on the low side. The major weakness of the course seems to be its home experiment kit. The level of use is even lower than that of Recommended Reading, and the helpfulness rating of 2.47 is among the lowest for any aspect of 1984 courses. Many students found the kit irrelevant, and others felt it was too elementary.

A281 students would want more set books, broadcast notes and video material and, not unexpectedly, less - or perhaps no - home experiment kit.

A314 'From Baroque to Romantic : Studies in Tonal Music'

Not surprisingly for a music course, the audio components, both cassettes and records, are very highly appreciated with helpfulness ratings at the same level as the text units, 4.6 - 4.7, which is average for

the units but very high for audio components.

There is no indication of any noticeable weakness.

In terms of demand, A314 students seem to want more television material and broadcast notes, and even somewhat more audio material, but somewhat less text.

A361 'Shakespeare'

In this course the set books are understandably very extensively used and extremely highly appreciated. The tutors' TMA comments are also regarded as quite helpful, and self-help groups were fairly widely used and well received.

Most other aspects of the course have helpfulness ratings below the average for each aspect : this is true in particular for text units, broadcast notes and television programmes. In the case of television, the main complaint is that the programmes are not relevant enough.

There is demand for less radio, but more audio and video. There is also a very strong demand for more face-to-face tutoring and more correspondence tutoring.

A362 'Romantic Poetry'

Most aspects of this course have average or moderately above average helpfulness ratings as well as levels of use.

The two main exceptions are the text units, which are significantly less appreciated than the set books, and the television broadcasts, which have the lowest rating of any new course in 1984. Television viewing figures are fairly high, but almost 40% of the viewers find the programmes not relevant enough.

There is quite a strong demand for more audio material, and an unusually strong demand for more face-to-face tuition.

D209 'State and Society'

The 'profile' of helpfulness ratings for this course is relatively even : ratings a bit above average outnumber those a bit below by about six to four. On the AV side, television broadcasts have both use and appreciation figures below average, whereas the audio-cassettes show average use level but above average helpfulness rating. The television helpfulness rating is only 3.16 compared to 4.03 for the audio-cassettes.

The pattern of demand is for more audio and video material, and more broadcast notes, but less text unit and set book material, and less television.

D355 'Social Policy and Social Welfare'

Most aspects of this course seem to be well appreciated by its students, e.g. text units, broadcast notes, audio-cassettes, TMA comments.

Only one component, television, has a rating which is noticeably below what has been normal for that component over the past five years. However, the television rating for D355 is very close to the average for 1984 courses - which as a group have quite low ratings.

There is no very clear pattern of demand for a change in the 'media mix' of the course. It is interesting to note though, that there is a moderately strong demand for more radio broadcasts.

E205 ' Conflict and Change in Education'

This is another course without high peaks or deep troughs in its 'profile'. Slightly more than half the helpfulness ratings are on the low side, but only moderately so. Day schools seem to have been attended by a fairly small minority and were not very well received.

The only component that has an above average rating is the audio-cassettes, which - as in so many courses - were much more widely used and highly appreciated than the television broadcasts.

On the demand side, one notes that many students want less set book and video material.

E324 'Management in Post-Compulsory Education'

Several aspects of this course received fairly average helpfulness ratings, notably text units, set books, audio-cassettes, TMA comments and face-to-face tutoring.

The remaining aspects were, on the whole, rated below average, in particular, broadcast notes, radio broadcasts and counselling.

The contrast between audio-cassettes and radio broadcasts is quite marked in this case : the cassettes are used almost twice as extensively and their helpfulness rating is 3.81 as against 2.93 for radio. This means that even the relatively few students who used radio did not find it very helpful.

Not unexpectedly, there is a fairly widespread demand among E324 studens for less radio in the course. Set books and video material are other things students find there is rather too much of.

E355 'Education for Adults'

This course has mainly average or above average ratings, with set books and TMA comments well above average. Individual telephone tutoring was used extensively (twice the average for 1984 courses) and was fairly well appreciated. The only component that is clearly below the average for its kind is radio. Over a third of the students did not hear any of the radio programmes, and those who did listen rarely found them very helpful.

The demand figures show many students wanting less radio and more audio. Although the set books were well received, some students would want more material in text units and less in set books. More tutoring is requested, as is the case in all courses, but E355 is unique in that one student in four also wants more telephone tutoring.

M245 'Probability and Statistics'

Note: Although this course has broadcast notes integrated in text, the tables show no feedback for these notes, since the questionnaire only foresaw the existence of separate notes.

The most noticeable feature in the M245 feedback is the relatively speaking, poor rating of the text units, which over a quarter of the students find too difficult.

The ratings for other components/services are relatively close to the average for each course aspect.

In view of the poor rating of the text units, it is interesting to note that many students want more text, presumably on the assumption that more extensive treatment of certain topics would make them easier to grasp. Almost a third of the students would want more broadcast notes, and one student in five would like computer practicals.

MST322 'Mathematical Methods and Fluid Mechanics'

Most aspects of this course were given helpfulness ratings at or above the average for each component/service. The most highly appreciated aspect was tutoring : both face-to-face and individual telephone tutoring. Day schools were also highly rated.

Telephone tutoring was quite extensively used, both for individuals and for groups, but group telephone tutoring was rarely regarded as helpful (average rating 2.4, compared to 3.8 for individual telephone tutoring). It is interesting to note that although the computer practicals were given a relatively good helpfulness rating, half the students still felt they were not relevant enough.

The main complaint about group telephone tutoring was that it was 'too difficult'.

Nearly 40% of MST322 students would want more television broadcasts, and about half as many want more print (both text unit and set book material). Over 40% want less computer practicals, and a smaller number want less audio material.

Note: The high negative 'demand index' for MST322 Home Experiment Kit in Table 10 may reflect some confusion caused by the fact that a video is technically classified as a HEK. Whether this means that nearly half the students would want less video is impossible to tell.

S238 'The Earth's Physical Resources'

The main strength of this course seems to be its television programmes. The text units and the broadcast notes have also been well received.

Study centre tutorials, TMA comments and summer school are rated somewhat below average, whereas self-help groups and day schools are rated well above average.

There is a strong demand for a home experiment kit, and a fairly strong demand for set books and computer practicals. About a third of the students would want less audio cassette material.

T281 'Basic Physical Science for Technology'

Virtually all aspects of this course have helpfulness ratings below average for each component/service. The lowest ratings, relatively speaking, are those for television and summer school, but ratings for face-to-face tutoring and counselling are also quite low. No obvious reasons for the low ratings show up in the irrelevance or difficulty indices. It is interesting to note that the helpfulness rating for recommended reading is higher than that for television!

Many T281 students would want a home experiment kit and broadcast notes in the course. An equally large group would want less audio-cassettes. A smaller minority would like more text unit and set book material.

T301 'Complexity Management and Change'

The most successful aspect of this course seems to be the tutoring : both TMA comments and face-to-face tutorials. Most other aspects are more or less below average in helpfulness ratings.

The set books are particularly poorly received. They are significantly less used than those of any other new course in 1984, and they have the lowest helpfulness rating. The main complaint seems to be that they are not relevant enough.

Nearly half the students want less set books (presumably meaning less of the kind they have!), and the same proportion want television broadcasts in the course. A smaller minority wants less audio-cassette material.

T326 'Electronic Signal Processing'

Self-help groups and day schools were rated well above average, and television and TMA comments were given average ratings. The other aspects of the course have ratings below average.

The set books are quite often found too difficult, but otherwise there is no clear indication in the irrelevance and difficulty indices as to what the main complaint is.

Two thirds of the T326 students want more text unit material and 40% want less set book material. There also also strong demands for more television and/or video material and broadcast notes.

T392 'Engineering Product Design'

The main strength in this course seems to be the television component. TMA comments were also quite well received. Other aspects were given average or moderately below average ratings, with the exception of counselling and the home experiment kit with much below average ratings.

The main complaint about the HEK was that it is too elementary. Some students also find it irrelevant. Although the vast majority of students made some use of the HEK, only a minority made extensive use of it. The 'demand profile' shows mainly requests for more printed materials : text units, set book material and broadcast notes. About one student in four would also like computer practicals.

HG/mm/IIC/IET
3rd October, 1985

APPENDIX 1

Tables 1 - 10

Table 1 : Course population, sample and response rate data

Course	Year of 1st pres	Under grad pop	Ass stud pop	Total stud pop	Under grad sample	Ass stud sample	Total stud sample	UG resp rate	Ass resp rate	Total resp rate
A 281	84	632	97	729	287	97	384	.79	.82	.80
A 314	84	324	59	383	235	59	294	.91	.76	.88
A 361	84	1287	139	1426	380	141	521	.82	.70	.79
A 362	84	754	64	818	338	62	400	.78	.77	.78
D 102	84	5533	28	5561	449	0	449	.84	n/a	.84
D 209	84	957	29	986	335	25	360	.88	.60	.86
D 355	84	251	38	289	193	37	230	.87	.70	.84
E 205	84	206	17	223	168	17	185	.87	.88	.87
E 324	84	157	147	304	141	136	277	.89	.84	.86
E 355	84	172	46	218	162	46	208	.78	.78	.78
M 245	84	1123	55	1178	343	55	398	.80	.76	.79
MST 204	82	1185	40	1225	346	37	383	.90	.92	.90
MST 322	84	182	19	201	168	19	187	.77	.74	.76
S 238	84	363	17	380	234	16	250	.80	.81	.80
S 246	81	519	19	538	272	18	290	.89	.56	.87
S 247	81	477	21	498	263	20	283	.84	.60	.82
SD 286	81	768	103	871	310	100	410	.68	.75	.85
T 101	80	4181	0	4181	409	0	409	.84	n/a	.84
T 281	84	744	43	787	313	41	354	.85	.66	.83
T 301	84	375	25	400	254	25	279	.78	.80	.78
T 326	84	298	47	345	224	45	269	.83	.76	.81
T 391	78	251	42	293	206	42	248	.85	.88	.85
T 392	84	167	13	180	159	12	171	.84	.75	.83
Total		20906	1108	22014	6189	1050	7239	.838	.689	.828

Table 2 : Equipment access data for all students surveyed (new and cont. courses)

Course		VHF radio	Record player	A-Cass player	Tele -phone	Any TV set	Colour TV set	2nd TV set	Tele -text	Pres -tel	Video player	Video at home	VHS video	Likely obtain video
A	281	.971	.912	.953	.950	.975	.848	.502	.181	.004	.513	.337	.637	.299
A	314	.977	.996	.968	.981	.973	.828	.421	.153	.008	.467	.294	.793	.344
A	361	.981	.939	.934	.987	.985	.834	.389	.132	.001	.484	.368	.695	.332
A	362	.973	.947	.943	.962	.993	.873	.399	.124	.000	.426	.281	.800	.279
D	102	.928	.924	.899	.922	.997	.885	.401	.128	.003	.569	.437	.789	.343
D	209	.937	.894	.948	.941	.993	.869	.535	.169	.000	.486	.349	.752	.316
D	355	.956	.933	.967	.972	.984	.874	.429	.183	.011	.483	.298	.744	.279
E	205	.962	.916	.969	.964	.993	.929	.510	.148	.000	.617	.313	.847	.266
E	324	.969	.941	.946	.987	.991	.870	.550	.141	.009	.760	.379	.901	.170
E	355	.987	.914	.961	.987	1.000	.861	.475	.216	.007	.667	.371	.875	.266
M	245	.966	.943	.988	.943	.992	.908	.581	.171	.004	.655	.465	.769	.315
MST	204	.950	.926	.987	.944	.996	.885	.577	.150	.000	.689	.546	.722	.320
MST	322	.956	.835	.918	.904	.955	.852	.430	.130	.008	.578	.326	.870	.214
S	238	.959	.899	.979	.932	.989	.902	.497	.123	.000	.630	.434	.749	.345
S	246	.968	.898	.976	.938	.996	.926	.495	.182	.004	.613	.483	.791	.319
S	247	.969	.912	.977	.938	.995	.910	.494	.165	.005	.650	.499	.769	.349
SD	286	.964	.907	.967	.914	.993	.865	.492	.179	.003	.644	.414	.785	.332
T	101	.944	.894	.972	.919	.987	.908	.568	.194	.003	.735	.595	.704	.388
T	281	.975	.944	.975	.954	.996	.917	.568	.179	.008	.666	.452	.772	.364
T	301	.980	.941	.977	.957	1.000	.936	.625	.178	.000	.633	.445	.814	.341
T	326	.976	.948	.975	.953	.976	.891	.588	.110	.005	.621	.445	.699	.364
T	391	.976	.919	.942	.961	.984	.877	.571	.212	.011	.636	.473	.739	.345
T	392	.963	.913	.950	.941	.993	.963	.633	.111	.000	.590	.321	.783	.259
TOTAL		.952	.920	.949	.938	.991	.887	.496	.158	.003	.610	.452	.754	.333

Note 1: New and continuing courses; data for dropouts included

Table 3 : Access to video and micro equipment

Course	VCR any where	VCR at home	VHS any where	Micro anywh.	Micro at home	Disk drive	Prin -ter	Modem
A 281	51	34	64	44	29	30	39	11
A 314	47	29	79	35	20	34	42	09
A 361	48	37	70	33	22	17	31	05
A 362	43	28	80	26	16	17	30	02
D 102	57	44	79	34	21	18	39	09
D 209	49	35	75	33	19	22	40	10
D 355	48	30	74	33	18	16	38	10
E 205	62	31	85	55	27	24	45	09
E 324	76	38	90	77	38	43	57	10
E 355	67	37	87	61	31	33	50	13
M 245	65	46	77	69	43	36	46	13
MST 204	69	55	72	70	46	32	41	13
MST 322	58	33	87	61	37	32	49	12
S 238	63	43	75	54	31	35	47	10
S 246	61	48	79	55	35	30	37	09
S 247	65	50	77	58	37	26	42	11
SD 286	64	41	79	45	32	18	37	15
T 101	74	60	70	61	47	25	39	18
T 281	67	49	77	65	45	30	41	14
T 301	63	44	81	69	47	39	49	22
T 326	62	44	70	73	48	40	50	17
T 391	64	47	74	73	47	38	49	20
T 392	59	32	78	67	39	36	43	10
Total	61	45	75	49	33	27	41	13

Note 1: Data for all courses (continuing and new).

Note 2: All values are percentages. Cols. 1,2,4,5: % of all students;
col. 3: % of students with access to VCR anywhere;
cols. 6-8: % of students with access to micro anywhere.

Table 4 : Television data for new courses

Course	N of TV progs	N of trans miss.	View -ing rate	Broad -cast viewing	Video view -ing	Re- view -ing	TV helpful -ness	TV irrele -vance
A 281	11	2	.68	.56	.19	.20	3.77	.09
A 314	0	0	M	M	M	M	M	M
A 361	12	2	.61	.51	.17	.19	2.97	.28
A 362	4	2	.68	.60	.14	.18	2.72	.38
D 209	12	2	.53	.46	.12	.12	3.16	.23
D 355	4	2	.64	.51	.23	.21	3.13	.12
E 205	4	2	.60	.49	.18	.16	3.14	.19
E 324	8	2	.63	.42	.34	.25	3.22	.10
E 355	8	2	.62	.47	.23	.18	3.32	.06
M 245	16	2	.61	.40	.27	.13	3.23	.13
MST 322	0	0	M	M	M	M	M	M
S 238	16	2	.70	.57	.27	.27	4.04	.07
T 281	8	2	.46	.33	.22	.14	2.77	.21
T 301	0	0	M	M	M	M	M	M
T 326	0	0	M	M	M	M	M	M
T 392	11	2	.66	.52	.23	.21	3.78	.04
Total	9	2	.60	.48	.20	.18	3.18	.20

Note 1: Data for non-dropouts only (Unndergrad. + ass. students)

Note 2: Helpfulness rating is in 1-5 scale where 1= not at all helpful, and 5= very helpful

Note 3: Irrelevance index shows proportion students finding TV 'not relevant enough'

Note 4: Cols. 'Viewing rate','Broadcast viewing' & 'Video viewing' all show proportions of students. The sum of broadcast and video viewing is greater than the viewing rate since some programs are watched in both forms.

Table 5 : Audio-cassette data for new courses

Course	Access a-cass equipt	N of a-cass	A-cass playb. time	A-cass use rate	A-cass repeat use	Total study hours	Study hrs pr plb hr	Helpf: audio cass	Irrel: audio cass	Demand more audio	Demand less audio
A 281	.95	7	7.0	.94	.65	15.4	2.2	4.23	.02	.22	.32
A 314	.97	14	14.0	.92	.62	30.3	2.2	4.58	.02	.22	.28
A 361	.92	6	6.0	.82	.52	10.1	1.7	3.51	.13	.25	.34
A 362	.95	5	5.0	.88	.67	13.1	2.6	3.93	.04	.32	.26
D 209	.95	4	4.0	.90	.63	11.0	2.8	4.02	.03	.31	.41
D 355	.97	4	4.0	.85	.56	9.3	2.3	3.97	.02	.23	.40
E 205	.98	6	6.0	.88	.56	11.0	1.8	3.96	.03	.20	.43
E 324	.96	2	3.0	.86	.54	5.0	1.7	3.81	.04	.25	.38
E 355	.97	1	1.0	.85	.48	3.9	3.9	3.61	.00	.33	.35
M 245	.99	3	3.5	.95	.41	9.5	2.7	3.89	.03	.28	.35
MST 322	.93	3	4.5	.87	.31	7.2	1.6	3.80	.04	.21	.40
S 238	.98	3	4.5	.92	.43	6.9	1.5	3.51	.08	.23	.36
T 281	.98	3	4.0	.80	.37	5.6	1.4	3.44	.07	.23	.46
T 301	.98	5	7.5	.82	.38	8.7	1.2	3.56	.18	.21	.41
T 326	.98	3	3.0	.94	.60	5.2	1.7	3.72	.02	.29	.43
T 392	.96	3	3.0	.92	.58	6.1	2.0	3.59	.02	.18	.33
Total	.96	5	5.1	.88	.53	10.4	2.1	3.83	.06	.26	.37

Note: Data for non-dropouts only
Helpf= Helpfulness rating in scale 1-5
Irrel= Proportion finding it not relevant enough
Demand indicates proportion wanting more audio-cassette mtrl less proportion wanting less.

Table 6 : New Courses (Non-Dropouts Only) - Use Index

Course	Set Books	Rec. Read.	Bcast Notes	TV Bcast	Radio Bcast	Audio Cass	Recs-Discs	H-Exp Kits	Comp Pract	Face Tut	Group Tele Tut	Indiv Tele Tut	Self Help Group	Day Sch.
A 281	M	.31	.63	.64	M	.84	M	.26	M	.51	.01	.05	.07	.21
A 314	M	.33	M	M	M	.85	.91	M	M	.58	.01	.11	.08	.30
A 361	.95	.42	.53	.55	.48	.66	M	M	M	.59	.03	.08	.17	.41
A 362	.88	.43	.60	.53	.59	.73	M	M	M	.58	.03	.08	.13	.35
D 209	.77	.46	.65	.53	.66	.72	M	M	M	.53	.02	.11	.14	.42
D 355	.79	.45	.73	.54	M	.74	M	M	M	.41	.03	.08	.01	.33
E 205	.79	.31	.65	.51	M	.77	M	M	M	.45	.01	.11	.04	.07
E 324	.84	.42	.57	.52	.33	.64	M	M	M	.46	.00	.12	.02	.09
E 355	.87	.58	.60	.50	.36	.61	M	M	M	.51	.01	.22	.03	.07
M 245	M	.06	M	.57	M	.76	M	M	M	.41	.01	.15	.12	.26
MST 322	M	.17	.18	M	M	.79	M	M	.02	.33	.05	.18	.09	.29
S 238	M	.15	.67	.69	M	.69	M	M	M	.46	.03	.09	.19	.12
T 281	M	.08	M	.41	M	.64	M	M	M	.34	.02	.11	.11	.07
T 301	.67	.30	M	M	M	.65	M	M	.10	.51	.05	.30	.15	.20
T 326	.89	.16	M	M	M	.79	M	M	M	.32	.00	.09	.10	.09
T 392	M	.09	.71	.64	M	.73	M	.49	M	.35	.01	.18	.05	.06
Total	.85	.30	.60	.55	.49	.72	.91	.38	.05	.48	.02	.11	.12	.26

Note: Use Index ranges from .00, when no use is made of component/service, to 1.00, when all students make full use of it.

Table 7 : New Courses (Non-Dropouts Only) - Helpfulness Rating Averages

Course		Text Units	Set Books	Rec. Read.	Bcast Notes	TV Bcast	Radio Bcast	Audio Cass	Recs-Discs	H-Exp Kits	Comp Pract	TMA Cmnts	Face Tut	Group Tele Tut	Indiv Tele Tut	Self Help Group	Day Sch.	Summ. Sch.
A	281	4.44	M	3.20	3.22	3.77	M	4.16	M	2.47	M	3.93	3.58	1.72	2.82	3.19	3.37	M
A	314	4.66	M	3.35	M	M	M	4.58	4.74	M	M	3.87	3.79	2.33	3.62	3.33	4.13	4.26
A	361	4.33	4.76	3.41	2.93	2.97	3.17	3.51	M	M	M	3.89	3.63	2.17	3.47	4.06	4.00	M
A	362	4.26	4.50	3.25	3.23	2.72	3.45	3.97	M	M	M	3.96	3.67	3.54	3.63	3.73	4.09	M
D	209	4.65	3.88	3.33	3.26	3.16	3.53	4.03	M	M	M	3.94	3.67	4.00	3.28	3.69	4.15	M
D	355	4.71	3.92	3.30	3.88	3.13	M	3.95	M	M	M	4.14	3.75	4.20	3.31	3.39	4.22	M
E	205	4.65	4.03	3.09	3.24	3.14	M	3.96	M	M	M	3.66	3.51	3.50	3.39	3.43	3.30	M
E	324	4.58	4.08	3.11	3.05	3.22	2.93	3.81	M	M	M	3.82	3.74	1.00	3.20	2.88	3.48	M
E	355	4.59	4.38	3.48	3.38	3.32	2.91	3.60	M	M	M	4.00	3.70	2.67	3.41	3.00	3.80	M
M	245	4.02	M	2.83	M	3.23	M	3.89	M	M	M	3.89	3.69	2.25	3.38	3.88	4.13	M
MST	322	4.69	M	2.77	3.13	M	M	3.81	M	M	3.65	4.06	4.03	2.40	3.80	4.16	4.59	M
S	238	4.76	M	2.61	3.62	4.04	M	3.44	M	M	M	3.56	3.53	2.75	3.35	4.37	4.38	4.02
T	281	4.50	M	2.85	M	2.77	M	3.39	M	M	M	3.64	3.39	3.13	3.23	3.68	3.39	3.61
T	301	4.48	3.33	2.58	M	M	M	3.48	M	M	2.98	3.87	3.90	3.00	3.46	3.93	3.87	M
T	326	4.43	3.56	2.44	M	M	M	3.69	M	M	M	3.75	3.58	2.00	3.12	3.75	4.21	M
T	392	4.60	M	2.55	3.26	3.78	M	3.59	M	2.87	M	3.97	3.56	2.33	3.45	3.31	3.42	M
Total		4.45	4.21	3.22	3.22	3.18	3.24	3.82	4.74	2.67	3.05	3.87	3.65	2.92	3.37	3.79	4.01	3.86

Note: Mean helpfulness rating in scale 1-5; 1= Not at all helpful, 5= Very helpful

Table 8 : New Courses (Non-Dropouts Only) - Irrelevance Index

Course	Text	Set Books	Rec. Read.	Bcast Notes	TV Bcast	Radio Bcast	Audio Cass	Recs-Discs	H-Exp Kits	Comp Pract	TMA Cmnts	Face Tut	Group Tele Tut	Indiv Tele Tut	Self Help Group	Day Sch.	Summ. Sch.
A 281	.01	M	.04	.12	.09	M	.02	M	.28	M	.06	.15	.00	.00	.04	.12	M
A 314	.02	M	.02	M	M	M	.02	.02	M	M	.08	.15	.00	.02	.00	.03	.08
A 361	.08	.01	.06	.15	.28	.15	.11	M	M	M	.09	.17	.00	.00	.01	.18	M
A 362	.07	.02	.09	.12	.38	.10	.02	M	M	M	.05	.16	.00	.03	.00	.08	M
D 209	.02	.02	.03	.12	.23	.07	.02	M	M	M	.06	.16	.00	.05	.06	.08	M
D 355	.01	.05	.05	.05	.12	M	.02	M	M	M	.06	.10	.00	.14	.00	.11	M
E 205	.02	.02	.03	.08	.19	M	.03	M	M	M	.02	.14	.00	.06	.00	.10	M
E 324	.01	.03	.01	.09	.10	.08	.04	M	M	M	.05	.18	.00	.00	.00	.00	M
E 355	.04	.00	.05	.07	.06	.08	.00	M	M	M	.07	.12	.00	.00	.00	.10	M
M 245	.05	M	.00	M	.13	M	.03	M	M	M	.04	.13	.00	.04	.00	.02	M
MST 322	.00	M	.19	.06	M	M	.02	M	M	.49	.01	.10	.00	.00	.08	.03	M
S 238	.02	M	.10	.09	.07	M	.07	M	M	M	.09	.13	.00	.00	.00	.00	.14
T 281	.03	M	.06	M	.21	M	.07	M	M	M	.06	.09	.00	.00	.05	.05	.08
T 301	.02	.23	.13	M	M	M	.15	M	M	.16	.09	.12	.00	.03	.00	.10	M
T 326	.02	.03	.08	M	M	M	.02	M	M	M	.05	.09	.00	.00	.00	.00	M
T 352	.05	M	.09	.09	.04	M	.01	M	.12	M	.01	.06	.33	.00	.00	.09	M
Total	.04	.04	.06	.12	.20	.12	.05	.02	.20	.19	.06	.14	.01	.02	.02	.09	.10

Note: Proportion of student users finding component/service not relevant enough

Table 9 : New Courses (Non-Dropouts Only) - Difficulty Index

Course		Text	Set Books	Rec. Read.	Bcast Notes	TV Bcast	Radio Bcast	Audio Cass	Recs-Discs	H-Exp Kits	Comp Pract	TMA Cmnts	Face Tut	Group Tele Tut	Indiv Tele Tut	Self Help Group	Day Sch.	Summ. Sch.
A	281	.09	M	.07	-.14	-.05	M	-.02	M	-.21	M	-.01	-.04	.00	-.03	-.02	-.03	M
A	314	.03	M	.05	M	M	M	.01	.00	M	M	-.00	-.01	.00	.02	.00	.02	-.01
A	361	.01	.00	.00	-.11	-.05	-.01	.01	M	M	M	.00	-.02	.00	.01	.00	-.03	M
A	362	.05	.03	.02	-.07	-.03	-.01	-.02	M	M	M	.04	-.00	.00	.00	-.03	.01	M
D	209	.06	.13	.06	-.13	-.06	.07	-.01	M	M	M	.02	-.01	.00	-.02	-.06	-.03	M
D	355	.01	.13	.02	-.02	-.10	M	-.00	M	M	M	-.01	-.05	.00	.00	.20	.00	M
E	205	.02	.05	.03	-.07	-.10	M	.02	M	M	M	.06	-.04	.00	.00	-.29	-.20	M
E	324	.05	.06	.02	-.08	-.13	-.05	-.01	M	M	M	-.00	-.02	.00	.00	.00	-.07	M
E	355	.03	.00	.00	-.09	-.09	.07	-.01	M	M	M	.04	-.03	.00	-.02	.00	.00	M
M	245	.28	M	.00	M	-.02	M	.02	M	M	M	-.01	-.03	.00	.06	-.03	-.00	M
MST	322	.05	M	.06	.00	M	M	-.12	M	M	.00	.01	.00	.25	.00	.00	-.03	M
S	238	.00	M	-.02	-.05	-.07	M	-.01	M	M	M	-.02	-.10	.00	.00	.00	.00	-.07
T	281	.07	M	-.00	M	-.12	M	-.07	M	M	M	.02	.00	-.12	.02	.00	.05	-.03
T	301	.06	.06	.04	M	M	M	-.03	M	M	.11	-.00	-.02	-.13	.03	-.04	-.03	M
T	326	.05	.23	.03	M	M	M	-.04	M	M	M	-.03	-.04	.00	-.07	.00	.06	M
T	392	.04	M	-.04	-.20	-.05	M	-.06	M	-.29	M	-.04	-.06	-.33	-.02	-.08	-.09	M
Total		.06	.07	.03	-.10	-.06	-.00	-.01	.00	-.23	.10	.01	-.02	-.03	.01	-.02	-.02	-.03

Note: Difference between prop. students finding comp/service too difficult and prop. finding it too elementary
+ value means 'too difficult' and - value 'too elementary'.

Table 10 : New Courses (Non-Dropouts Only) - Demand Index

Course	Text	Set Books	Bcast Notes	TV Bcast	Video Mtrl	Radio Bcast	Audio	H-Exp Kits	Comp Pract	TMA Cmnts	Face Tut	Tele-phone Tut
A 281	-.01	.31	.34	.16	.28	.10	-.25	-.48	.03	.11	.44	-.28
A 314	-.12	.07	.24	.28	.13	.12	.16	.01	.00	.16	.48	-.14
A 361	.06	.11	.11	.07	.27	-.14	.14	.00	.00	.27	.61	-.21
A 362	-.01	.02	.13	-.01	.18	-.09	.25	.00	.01	.20	.62	-.09
D 209	-.22	-.20	.28	-.15	.25	.20	.24	.01	.03	.18	.52	-.13
D 355	.11	-.14	.02	-.08	.19	.22	.11	.01	.02	.18	.50	-.10
E 205	-.03	-.33	.11	.06	-.28	.10	.11	.00	.03	.20	.32	.06
E 324	.04	-.16	-.01	-.09	-.20	-.25	.09	.00	.02	.13	.25	-.19
E 355	.18	-.11	.15	-.09	.21	-.38	.30	.02	.06	.12	.45	.23
M 245	.21	-.12	.31	-.07	.28	.12	-.09	.03	.21	.17	.55	-.18
MST 322	.18	.19	-.10	.39	-.03	.08	-.17	-.45	-.42	.06	.41	-.15
S 238	.16	.28	.20	.13	.35	.08	-.31	.42	.22	.11	.61	-.18
T 281	.19	.23	.36	-.12	.20	.14	-.39	.37	.19	.04	.34	-.31
T 301	.10	-.43	.16	.43	.24	.11	-.18	.09	.09	.16	.54	.07
T 326	.64	-.39	.31	.49	.42	.13	-.19	.26	-.41	.08	.38	-.33
T 392	.30	.22	.33	-.10	.12	.07	-.11	-.01	.25	-.05	.15	-.23
Total	.07	-.02	.21	.02	.21	.03	.00	.02	.05	.16	.50	-.17

Note: Demand Index shows whether students want more (+) or less (-) of component/service. Scale is +1 (all want more) to -1 (all want less)

APPENDIX 2

Questionnaire

Record 1

card 1 *1* *col. 1*

col. 2-16

col. 17-17

col. 18-19

col. 20-21

col. 22-23

THE OPEN UNIVERSITY
1984 AV MEDIA
SURVEY

IN COURSE-RELATED QUESTIONS 'THIS COURSE' REFERS TO THE COURSE INDICATED ON THE LABEL ABOVE.

Please ring appropriate alternative codes, e.g. (3), and fill in appropriate numbers in the boxes; whenever the answer is 'none', remember to enter '0' in the box. If you can't give exact numbers, please give estimates.

SECTION A (Course-related questions)

1. Did you study this course all the year (January - October)?

Yes	1	*col. 24*
No, I stopped in September-August	2	
No, I stopped in July-June	3	
No, I stopped in May-April	4	
No, I stopped in March-February	5	
No, I never started	6	

2. Which of these two objectives was more important to you in taking this course?

Obtaining qualifications	1	*col. 25*
Personal development	2	

QUESTIONS 3-7 DEAL WITH TELEVISION. FOR NUMBER OF TELEVISION PROGRAMMES IN THIS COURSE SEE LABEL ABOVE. IF NONE GO TO Q8.

3. How many different television programmes did you see on this course altogether? [ ] *col. 26-27*

4. How many of the programmes did you see on a video-recording only? [ ] *col. 28-29*

5. How many of the programmes did you see more than once? [ ] *col. 30-31*

6. How many of the programmes did you see on both a video recording and a broadcast? [ ] *col. 32-33*

7. Television programmes on some courses are available through a video-cassette loan service which is free of charge. Students can view the cassettes wherever they have access to a VHS format video-cassette player.

(a) Do you know whether this course was included in the 1984 video-cassette loan service?

Yes, it was.....1
No, it was not.....2
I don't know if it was.....3

col. 34

(b) Did you obtain any video-cassettes through the loan service in 1984?

Yes, for this course.....1
Yes, but for other course(s) only..2
No.....3

col. 35

QUESTIONS 8-11 DEAL WITH RADIO. FOR NUMBER OF RADIO PROGRAMMES IN THIS COURSE SEE LABEL ON PAGE 1. IF NO RADIO PROGRAMMES, GO TO Q.12

8. How many of the radio programmes on this course did you hear as broadcasts? *col. 36-37*

9. How many of the radio programmes on this course did you hear on cassette/tape recordings? *col. 38-39*

10. How many of the radio programmes on this course did you hear more than once? *col. 40-41*

11. How many of the radio programmes on this course did you hear both as broadcasts and on cassette/tape recordings? *col. 42-43*

QUESTIONS 12-14 DEAL WITH AUDIO-CASSETTES. FOR NUMBER OF CASSETTES IN THIS COURSE SEE LABEL ON PAGE 1. IF NO CASSETTES, GO TO Q.15

12. How many of the audio-cassettes on this course did you at all use? *col. 44-45*

13. How many of the audio-cassettes did you play once only? *col. 46-47*

14. How many hours do you estimate you spent altogether working with audio-cassettes (and related notes and visuals, if any) on this course? *col. 48-49*

15. OU courses use a variety of 'media' to present material and communicate with students. The 'media mix' for this course could perhaps have been different. Please indicate for each 'medium' below whether you would have wanted it used more or less, or not at all, in this course.

	A lot more	Some more	All right	Some less	A lot less	Not at all	cols.
Print in text units	1	2	3	4	5	6	50
Print in set books	1	2	3	4	5	6	51
Broadcast notes	1	2	3	4	5	6	52
Television broadcasts	1	2	3	4	5	6	53
Video-cassettes	1	2	3	4	5	6	54
Radio broadcasts	1	2	3	4	5	6	55
Audio-vision (cassette + visuals)	1	2	3	4	5	6	56
Audio-cassettes (no visuals)	1	2	3	4	5	6	57
Records/discs	1	2	3	4	5	6	58
Home experiment kit	1	2	3	4	5	6	59
Computer practicals	1	2	3	4	5	6	60
Correspondence tutoring	1	2	3	4	5	6	61
Face-to-face tutoring	1	2	3	4	5	6	62
Telephone tutoring	1	2	3	4	5	6	63
Other (please specify):	1	2	3	4	5	6	64

RECORD 2: Col. 1=2; Col. 2-17=RECORD 1 Col. 2-17

16. Most materials/services in OU courses are used to a varying degree - or not used at all - by different students.

Please indicate your use of the following in this course, or (where appropriate) indicate that the item was not available in this course.

Note: The top category in the 5-point usage scale, 'Fully', means that you used the materials/service to the full extent that was available in this particular course.

	Not available	Degree of use: Not at all				Fully	cols.
Set book(s)	0	1	2	3	4	5	18
Recommended reading	0	1	2	3	4	5	19
Broadcast notes	0	1	2	3	4	5	20
Television broadcasts	0	1	2	3	4	5	21
Video recordings of TV programmes	0	1	2	3	4	5	22
Radio broadcasts	0	1	2	3	4	5	23
Audio-vision(cassettes+ visuals)	0	1	2	3	4	5	24
Audio-cassettes (no visuals)	0	1	2	3	4	5	25
Records/discs	0	1	2	3	4	5	26
Home experiment kits	0	1	2	3	4	5	27
Computer practicals	0	1	2	3	4	5	28
Tutorials at study centre	0	1	2	3	4	5	29
Group telephone tutorials	0	1	2	3	4	5	30
Individual telephone tutoring	0	1	2	3	4	5	31
Counselling	0	1	2	3	4	5	32
Day school	0	1	2	3	4	5	33
'Self-help' study groups	0	1	2	3	4	5	34

17. Please rate each type of materials/service you used in this course as to the degree of help it gave you in your studies, using a five-point scale where 1 is 'not at all helpful' and 5 is 'very helpful'.

	Not at all helpful				Very helpful	col.
Text units	1	2	3	4	5	35
Course handbook (or similar material)	1	2	3	4	5	36
Set book(s) or other set reading	1	2	3	4	5	37
Recommended reading	1	2	3	4	5	38
Broadcast notes	1	2	3	4	5	39
Television broadcasts	1	2	3	4	5	40
Video recordings of TV broadcasts	1	2	3	4	5	41
Radio broadcasts	1	2	3	4	5	42
Recordings of radio broadcasts	1	2	3	4	5	43
Audio-vision (cassette + visuals)	1	2	3	4	5	44
Audio-cassettes (no visuals)	1	2	3	4	5	45
Records/discs	1	2	3	4	5	46
Home experiment kit	1	2	3	4	5	47
Computer practicals	1	2	3	4	5	48
Tutor comments on TMAs	1	2	3	4	5	49
Tutorials at study centre	1	2	3	4	5	50
Group telephone tutorials	1	2	3	4	5	51
Individual telephone tutoring	1	2	3	4	5	52
Counselling	1	2	3	4	5	53
'Self-help' study groups	1	2	3	4	5	54
Day School	1	2	3	4	5	55
Summer (or Easter) School	1	2	3	4	5	56

18. Please indicate for each type of materials/services you used in this course whether you were satisfied with it, or what your main reason was for not being satisfied.

		Not satisfied because				
	Satisfied	Not relevant enough	Too elementary	Too difficult to understand	Other reason	col.
Text units	1	2	3	4	5	57
Course handbook (or similar material)	1	2	3	4	5	58
Set book(s) or other set reading	1	2	3	4	5	59
Recommended reading	1	2	3	4	5	60
Broadcast notes	1	2	3	4	5	61
Television broadcasts	1	2	3	4	5	62
Video recordings of TV broadcasts	1	2	3	4	5	63
Radio broadcasts	1	2	3	4	5	64
Recordings of radio broadcasts	1	2	3	4	5	65
Audio-vision (cassette + visuals)	1	2	3	4	5	66
Audio-cassettes (no visuals)	1	2	3	4	5	67
Records/discs	1	2	3	4	5	68
Home experiment kit	1	2	3	4	5	69
Computer practicals	1	2	3	4	5	70
Tutor comments on TMAs	1	2	3	4	5	71
Tutorials at study centre	1	2	3	4	5	72
Group telephone tutorials	1	2	3	4	5	73
Individual telephone tutoring	1	2	3	4	5	74
Counselling	1	2	3	4	5	75
'Self-help' study groups	1	2	3	4	5	76
Day School	1	2	3	4	5	77
Summer (or Easter) School	1	2	3	4	5	78

RECORD 3: Col.1=3; Col.2-17 = RECORD 1 Col. 2-17

SECTION B (Non-course related questions)

1-5 Do you have access at home (or wherever you normally do your OU work) to the following?

1. Radio with VHF?
   Yes.....1
   No.....2 — col. 19

2. Record player?
   Yes.....1
   No.....2 — col. 19

3. Audio-cassette playback equipment?
   Yes.....1
   No.....2 — col. 20

4. Telephone?
   Yes.....1
   No.....2 — col. 21

5. Television set(s)?
   Yes, one black/white set.....1
   Yes, one colour set.....2
   Yes, one bl/white and one colour set...3
   Yes, two colour sets.....4
   Yes, other combination, namely:
   _____.....5
   No, none at all.....6 — col. 22

6. How often does your need to use a television set for OU work conflict with the viewing of other members of your family/household?
   Very frequently.....1
   Fairly frequently.....2
   Sometimes.....3
   Rarely.....4
   Never.....5 — col. 23

7. Does your (main) television set at home have:
   Oracle/Ceefax?.....1
   Prestel (via telephone)?.....2
   Neither of these.....3 — col. 24

8. Do you have convenient access for OU study purposes to a video-cassette machine? (If more than one alternative applies, mark the one most convenient for you to use.)
   Yes, in my home.....1
   Yes, at my place of work.....2
   Yes, in the home of friend/relative....3
   Yes, in other location, namely:
   _____.....4
   No, (go to Q 11).....5 — col. 25

9. What format of video-cassette does the machine (as in Q8) take?
   VHS.....1
   Betamax.....2
   Philips V2000.....3
   Philips 1500-series.....4
   Other format, namely:
   _____.....5 — col. 26

10. Can you use the video-cassette machine (as in Q8) for both recording off-air and playback of OU material?
   Yes, both recording and playback.....1
   No, playback only.....2 — col. 27

11. Would you be prepared to rent/purchase a video-cassette machine, if the OU provided you with video material for your course work free of charge?
   Yes, definitely.....1
   Yes, probably.....2
   No, probably not.....3
   No, definitely not.....4
   Already have access to video.....5 — col. 28

12. Do you have access to a microcomputer that you could use for study purposes (if the OU provided appropriate software)?

Note: Mark one alt. only. If more than one applies, mark the one most convenient for you to use.

col. 29

Yes, in my home.....1
Yes, at my place of work.....2
Yes, in home of friend/relative.....3
Yes, in other location namely:
.....4
No, (skip Q13-15).....5

13. What make and model is the micro you would use for OU study purposes (as indicated in Q.12)? Note: Mark one alt. only.

col. 30-31

Make	Model
Acorn	BBC Mod. A.....1
	BBC Mod. B.....2
	Electron.....3
ACT	Sirius.....4
	Apricot.....5
Apple	II or IIe.....6
	III.....7
Atari	400.....8
	600XL.....9
	800 or 800XL...10
Camputers	Lynx.....11
Commodore	VIC20.....12
	64.....13
Dragon	32.....14
IBM	PC.....15
Newbrain	A or AD.....16
MTX	Memotech.....17
Oric	Atmos.....18
Research	Link 380Z.....19
Machines	Link 480Z.....20
Sinclair	ZX80..... 21
	ZX81.....22
	Spectrum.....23
	QL.....24
Other, namely:	
	25

14. What storage medium does the micro (as indicated in Q13) have?

col. 32

5¼" floppy disk; dual drive.....1
; single drive.....2
3-3½" floppy disk; dual drive.....3
; single drive.....4
8" floppy disk; dual drive.....5
; single drive.....6
Cassette only (no disks).....7
Other medium, namely:
.....8
Don't know.....9

15. Does the micro (as indicated in Q13) have

col. 33

colour monitor/TV, allowing colour display? Yes.....1 No.....2

col. 34

printer, allowing at least 80 chars. per line? Yes.....1 No.....2

col. 35

CP/M operating system? Yes.....1 No.....2 Don't know.....3

col. 36

modem, to link to telephone network? Yes.....1 No.....2

THANK YOU FOR YOUR HELP. PLEASE RETURN THE COMPLETED QUESTIONNAIRE TO:

Dr. H. Grundin
The Open University
Walton Hall
Milton Keynes
MK7 6AA

APPENDIX 3

Brief reports on summer school and tutoring

From Hans Grundin, Information and Intelligence Centre, IET

Ext. No. 3780/3136

Internal Memorandum

Ref

To Christopher Smith, Summer Schools Office

Subject Historic trend in student appreciation of Summer Schools

Date 21st August, 1985

This brief overview of the historic trend in student appreciation of Summer Schools should have been presented months ago, but I was on leave for several months in spring and early summer 1985. Maybe these data can still be of interest to those concerned with OU Summer Schools.

The attached Figure 1 shows the average helpfulness ratings for new post-foundation courses in each year 1979-1984. There are some ups and downs, but the overall trend is definitely downward, from an average of just over 4.5 in 1978/1979 to an average of under 4.0 in 1984.

I must admit that I have no explanation for this trend. I can only present the data in the hope that they may make sense to you.

I have also looked at the question of whether Summer School appreciation normally drops as a course grows older. Table 1 summarises helpfulness ratings in several courses which I have surveyed twice in the period 1980-1984. These figures show clearly that there is no consistent trend towards decline in these ratings when courses are surveyed in their 3rd, 4th or 5th year of presentation. On the contrary, the average rating for the seven courses the second time they were surveyed is slightly higher than the first time (4.00 against 3.94).

It should be noted, however, that none of the courses included in Table 1 had a particularly high rating in the first year of presentation. Three of them (S246, SD286, T243) had ratings close to the University average for all Summer School helpfulness ratings in the period 1979-1984 (i.e. 4.25), and four of them had low or even very low ratings. MST204 had the lowest rating of any Summer School since 1979 in its first year (3.44), and the dramatic increase two years later may be due to special action being taken (something which you may be able to establish).

Hans U. Grundin
Information & Intelligence Centre

Copies to:
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Director, IET
Director, RAS

HG/mm/IET

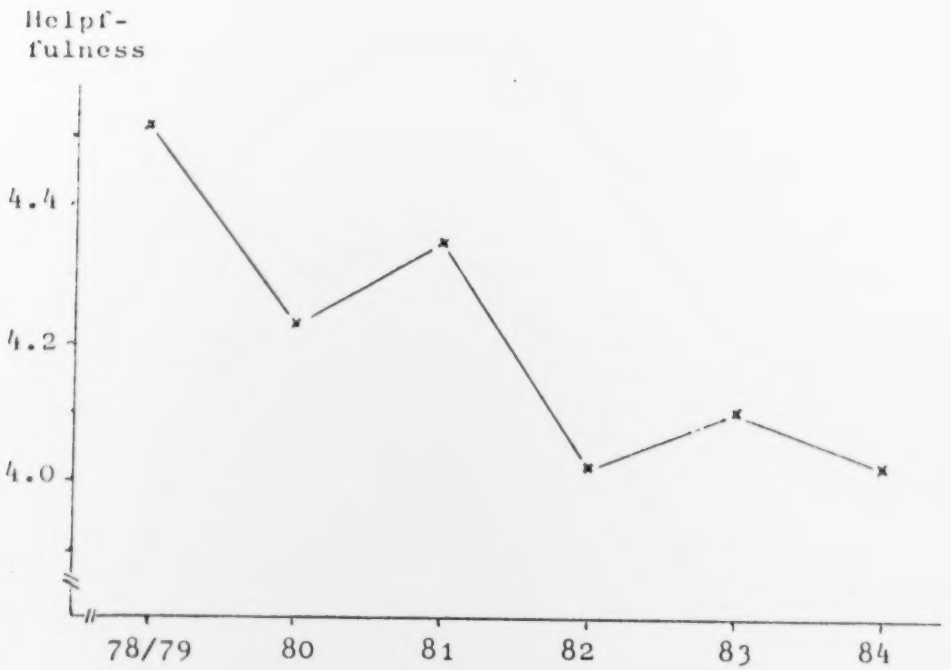

Figure 1

Average helpfulness ratings for new post-foundation courses in their first year of presentation (across all faculties.

Note: 1978/79 value includes both 1979 courses and 1978 courses, which were surveyed in their 2nd year of presentation.

Table 1

Helpfulness rating for courses with Summer School surveyed both in first year and on a later occasion

Course	Year of survey		Helpfulness rating		Average in rating
	First	Second	First survey	Second survey	
D102	82	84	3.77	3.91	+.14
MST204	82	84	3.44	4.10	+.66
S246	81	84	4.28	4.00	-.28
S247	81	84	4.03	4.06	+.03
SD286	81	84	4.26	4.33	+.07
T101	80	84	3.52	3.80	+.28
T243	80	82	4.26	3.81	-.45
Average	-	-	3.94	4.00	+.06

From Hans Grundin, IET

Internal Memorandum

Ext. No. 3780

Ref:

To Joan Brown, RO5

Subject Survey data on tutoring etc

Date 5 September 1985

Thanks for your memo of 2 September. It is quite possible that, as you suspect, my sample is slightly biased in favour of those who attend tutorials. (Any survey tends to be biased towards a particular group of conscientious students who do 'everything' - including responding to surveys!)

I have provided a regional breakdown of the same kind of data as in my memo of 7 August 1985. This time I have only counted non-foundation course students. Hence the percentage non-users is somewhat higher (33% instead of 31% for all students).

There are, as you can see, some regional differences. You can probably make more sense of them than I can. (I am not all that familiar with differences in regional tutorial provisions.)

I have also printed out a table showing helpfulness ratings for tutoring/counselling services in each region; plus an indication of student demand for more or less provision of three kinds of tutoring: face-to-face, correspondence and telephone.

When interpreting helpfulness averages for individual regions, note that a value ought to deviate by 0.15 above or below the overall average (Total) in order to have any significance. For example, the East Midlands rating for Study Centre Tutorials, 3.76, is <u>not</u> significantly above University average.

The values for group telephone tutoring are based on very small groups, and so can contain large random fluctuations.

Apart from some regional differences, the most important overall impression is that TMA comments are rated as the most helpful of all tutoring/counselling services; but that demand is still strongest for study centre tutoring: 49% want more of it, as against only 18% who want more 'correspondence tutoring'. (When students say they want less telephone tutoring, that may be on the understanding that they would get more face-to-face tutroing. It does not necessarily mean that they think telephone tutoring is worse than nothing!)

<u>Hans U. Grundin</u>

cc. Director, RAS

Table : Use of Study Centre Tutoring by Region in Non-Foundation Courses

OU Region	Believed not available	No use at all (see note)	Low use level	Moderate use level	High use level	Used fully	Estim average attendance
London	1	27	17	11	18	27	46
South	8	32	15	9	15	29	44
South West	2	33	20	10	12	25	40
West Midlands	7	39	17	15	12	17	35
East Midlands	4	30	14	15	17	24	44
East Anglia	7	32	17	12	14	24	41
Yorkshire	5	32	16	12	14	26	42
North West	3	30	17	12	13	28	43
North	4	32	20	10	16	21	40
Wales	10	37	14	9	14	26	41
Scotland	9	39	15	11	14	21	37
Northern Ireland	2	35	10	20	13	22	41
South East	5	31	15	10	18	26	44
Total	5	33	16	12	15	25	42

Note 1: Figures are percentages of students answering
2: Col. 'No use' includes those believing STC tutoring not available
3: Final col. gives rough estimates of attendance at average session

Table : Appreciation and Demand for Non-Found. Course Tutoring-Counselling by Region

OU Region	Helpfulness: Study centre tut	Tutor comm on TMA	Group tele tut	Indiv tele tut	Counse -ling	Demand: Study centre tut	Corres pond tut	Tele phone tut
London	3.59	3.82	2.29	3.34	3.47	49	21	-13
South	3.76	3.88	3.39	3.55	3.28	54	19	-2
South West	3.69	3.70	3.44	3.17	3.24	43	14	-20
West Midlands	3.48	3.74	2.93	3.31	3.24	48	17	-13
East Midlands	3.76	3.92	3.52	3.43	3.25	44	19	-12
East Anglia	3.55	3.70	2.44	3.24	2.98	50	17	-17
Yorkshire	3.54	3.82	2.69	3.25	3.08	56	19	-13
North West	3.68	3.88	3.08	3.43	3.30	45	16	-16
North	3.46	3.66	2.82	3.25	3.18	46	15	-10
Wales	3.87	3.85	3.37	3.48	3.22	60	21	-33
Scotland	3.77	3.91	3.92	3.53	3.52	50	12	-6
Northern Ireland	3.46	3.85	4.32	3.63	3.65	38	23	-7
South East	3.72	3.86	2.33	2.91	3.14	54	26	-7
Total	3.65	3.82	3.14	3.34	3.26	49	18	-12

NOTE 1: HELPFULNESS IS AVERAGE IN 1-5 SCALE; WHERE 1= NOT AT ALL AND 5= VERY HELPFUL
2: DEMAND IS % STUDENTS WANTING MORE MINUS % WANTING LESS